



Vermont Developmental Disabilities Council

Application Instructions For Projects Up to \$10,000

*VTDDC's Mission is to facilitate connections and to promote supports
that bring people with developmental disabilities
into the heart of Vermont communities.*

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1. **INTRODUCTION**

The Vermont Developmental Disabilities Council is a state-wide, 22-member Council created under the federal Developmental Disabilities Assistance and Bill of Rights Act [DDAct]. Its Mission *is to facilitate connections and to promote supports that bring people with developmental disabilities into the heart of Vermont communities*. Sixty percent of VTDDC members are people with developmental disabilities** or family members who are appointed by the Governor; other members are representatives from state and nonprofit agencies.

VTDDC receives federal funding to support advocacy and improve services and supports for people with developmental disabilities. With these federal dollars, VTDDC funds activities to increase the availability of individual and family-centered supports and to promote independence, self-determination and community inclusion. The VTDDC also advocates for and works to increase public awareness of issues affecting people with disabilities and their families.

FEDERAL DEFINITION OF DEVELOPMENTAL DISABILITY**

A severe disability that begins before age 22 and substantially affects three or more activities of daily living such as self-care, communication, movement, learning, self-direction, independent living, and employability.

(For the complete legal definition from the Developmental Disabilities Assistance and Bill of Rights Act of 2000 go to www.ddc.vermont.gov.)

2. **ABOUT THE APPLICATION & AWARD PROCESS**

VTDDC is accepting applications for its grant award competition. Separate **Requests for Proposals** [RFPs] describe the purpose and scope of work of each project; their time frame; and application deadlines. Copies of the **RFPs** and **Application Forms** are available on-line at www.ddc.vermont.gov; by email: judy.parsons@ahs.state.vt.us; or by telephone: 802-241-2612 or toll-free 888-317-2006.

VTDDC members will be involved in the review and evaluation of all applications. Applicants selected for potential funding may be asked to revise their application, and/or to attend a meeting. Recommended proposals are presented to the full Council for approval.

Applicants approved for final grant awards will complete work and budget plans and other electronic documents that are the basis for project agreements and reporting forms. Technical assistance will be available.

3. WHO CAN APPLY: There are no restrictions on who can apply. However in order to meet all federal and state award requirements it might be necessary for groups to partner with an experienced nonprofit corporation or government agency to act as the financial and administrative agent for the award. (See Section 6.) If you have questions related to this please contact VTDDC by e-mail at jeff.coy@ahs.state.vt.us

4. HOW TO USE THE APPLICATION FORM

The following instructions are intended to help you use our electronic Application Form. Please let us know as soon as possible if you need alternative formats.

Cover Page

Applicant Information:

- * Fill in information about your group and who will be your contact person.
- * Choose type of applicant from this list: *Nonprofit, School District, County, Government Corporation, Tribal Government, For-profit, City / Town, State, Special or Regional Authority, State P & A Agency, University Center, or Other.*

Name of Project: Choose a title that lets people know what the Project is about.

Dates: When you expect it to start and end.

Amount Requested: Put in the totals from the Budget you complete on the last page of the Application.

* Fiscal agent: Let us know here if another organization will act as the fiscal or administrative agent for an award.

Certification: This assures that you will be able to meet all requirements for the award.

Questions

The questions provide an opportunity for you to describe why the Project needs to happen, how it will get done, and why you are the ones to do it. Try to be as specific as possible so that it is clear what will happen, who will do it, and when.

State the Goal. Describe where you expect to get to by doing the Project.

What are your qualifications? Describe any skills, experience or knowledge that will contribute to the success of the Project.

What is the problem, issue or concern? Describe what the Project will address, and why it needs to get done at this time. Make sure to connect this to the Request for Proposal.

What is the connection between the Project and VTDDC's State Plan Goals and Objectives? VTDDC built its current State Plan with input from many people with developmental disabilities and their family members. Projects funded need to help in realizing the Plan. Please take a look at the Plan (Appendix I) and identify at least one Goal and Objective that your Project will work on.

What will you do? Be as specific as you can be about what you will do, who will do it, and when.

How will you know? You need to give specifics on how you will know that what you are doing is getting you to the Goal. It should be something you will be able to measure. For example, you train 10 people with developmental disabilities in self-advocacy, and then 5 of them speak with legislators about their concerns. You create a DVD that is shown to 15 community groups, and people with developmental disabilities join 3 of them. (See Appendix II for ideas.)

What role will people with developmental disabilities play? Describe how people with developmental disabilities will be part of your project. Take a look at VTDDC’s Mission on the Cover. Does the Project help bring people with developmental disabilities into the heart of Vermont communities?

How will the Project benefit people? Please describe how you think this Project will help people over time.

What do you expect to happen to the Project after VTDDC funding ends? Will the Project’s work be finished? If not, how can its work continue?

Project Budget

As explained in the Award Requirements on page 5, applicants selected for funding will be expected to provide 25% matching funds. The funds can’t be from federal grants. They can be in-kind contributions. For example, volunteers can contribute the time they spend on the project, which can be calculated at an hourly rate.

The Budget has 3 columns. For each expense in the first column fill in how much is being requested from VTDDC; in the second how much will be provided by matching funds; and add the two numbers together in the third column. Transfer the totals on the bottom to the box on the cover page.

Expenses might include items that support the involvement of people with developmental disabilities and family members. Examples are mileage reimbursement and stipends.

5. **HOW APPLICATIONS WILL BE EVALUATED**

Applicants need to use the required form and follow the instructions. VTDDC will review each proposal with an eye on whether:

- The Project fits with the purpose of the Request For Proposal & VTDDC State Plan.
- The Goal makes sense to work on at this time.
- There is a clear plan and activity steps to reach the Goal.
- There is meaningful participation of people with developmental disabilities.
- There is coordination/collaboration with other organizations.
- There are measurable products and/or outcomes and a way to evaluate.
- The budget is cost-effective, with expenses that relate to project activities.
- Applicant demonstrates commitment to the Project & knowledge and experience to carry it out.
- There is coordination/collaboration with other organizations.
- There is a potential for systems change and continuation when funding ends.

6. **AWARD REQUIREMENTS**

Please review the information below. By signing the application cover sheet you are assuring that you can meet the requirements, which will be part of any agreement with VTDDC, including:

- Submit timely program and budget reports using VTDDC forms.
- Make presentations at VTDDC meetings on request.
- Participate in consumer satisfaction surveys.
- Credit VTDDC in media and project publicity.
- Provide draft copies of publications, videotapes or other products for VTDDC approval. VTDDC will also retain royalty-free, nonexclusive and irrevocable rights of use.

Funding: Applicants selected for funding are required to provide a non-federal match totaling 25% of project expenses. Matching funds can be provided through a direct financial contribution by the organization, non-federal revenue from other organizations, or in-kind contributions such as staff or volunteer time, supplies, space, etc., provided by the applicant or a third party.

Funding may not be used for:

- * Construction, litigation or lobbying.
- * Activities that duplicate, replace or supplant federal, state or private funds.
- * Activities in places that are not accessible to people with disabilities.

Assurances: The applicants chosen for funding must be able to provide assurances that they can meet state, federal and agency requirements as a condition of an award, including compliance with the Americans with Disabilities Act; Federal OMB Circular 133 and other audit requirements; and Section 507 of Public Law 103-333 on American-made goods.

Please also check the document *Information on Award Requirements* available at www.ddc.vermont.gov

7. SUBMITTING THE APPLICATION

Putting the Application Together

- Check that you have responded to all questions and completed all parts of the application form.
- If you have identified any paid staff, include copies of their qualifications or resumes.
- If applicable, attach basic organizational information. Please limit to a current list of Board of Directors; annual budget or audit; and recent brochure **or** annual report.
- You may attach letters of support.

Include an original application and **five** individually stapled photocopies on standard size paper (8.5" by 11"). You must also send an **electronic version** of the application to judy.parsons@ahs.state.vt.us

**Mail or deliver the original application and five copies by the deadline
in the Request for Proposal to:**

**Vermont Developmental Disabilities Council
103 S. Main Street
North Building, Room 117
Waterbury, VT 05671-0206**

802-241-2612 or toll free 888-317-2006

Visit us on the Web at
<http://www.ddc.vermont.gov/>

I. Vermont Developmental Disabilities Council State Plan Goals 2007-2011

GOAL 1: People with developmental disabilities and their families have information necessary to advocate to get their needs met.

(Area of Emphasis Quality Assurance [QA])

Objectives:

1. Support the production of written and other media materials as well as training opportunities that provide accessible, easily understood information on how the service delivery system works, including funding; eligibility; and available resources, services and supports.
2. Collaborate with other organizations to create an inventory of the continuum of resources, programs, services and supports available locally and state-wide, and identify gaps that need to be addressed.
3. Identify and promote a model for independent information, support and advocacy -- by and for people with developmental disabilities and families throughout the state -- to be able to navigate service systems.
4. Advocate for and address barriers to a transparent application, eligibility and review process for developmental services throughout one's lifespan.
5. Promote alternative options to address consumer concerns, including an independent state-level ombudsperson for developmental services.

GOAL 2: People with developmental disabilities and their families will be actively engaged in activities that bring them into the heart of Vermont's communities.

(Area of Emphasis Quality Assurance [QA])

Objectives:

1. Provide funding to support and strengthen a state organization led by individuals with developmental disabilities.
2. Support the creation of a family membership organization with a focus on information, resources and advocacy across the life span.
3. Support leadership training opportunities for people with developmental disabilities and family members.
4. Expand participation of self-advocates and families in cross-disability coalitions.
5. Increase the number of self-advocates and families involved as advocates at the local and state level.
6. Identify and support initiatives to promote positive perceptions of people with developmental disabilities at the local and state-wide level.
7. Support creative initiatives that bring together people with and without disabilities in their communities.

GOAL 3: People with developmental disabilities and their families will have open and fair access to a range of supports, services, resources and opportunities based on the needs they identify.
Area of Emphasis Community Supports [CS]

Objectives:

1. Identify the population of people with developmental disabilities and their families who have unmet needs due to the current state definition and system of care plan, the reasons why, and assess their needs.
2. Support opportunities to expand the level of expertise of a range of professionals and direct support staff to be able to deliver high quality service coordination, specialized services and other resources and supports.
3. Identify barriers to delivery of resources, supports and services with the flexibility and range of options that match the needs voiced by people with developmental disabilities and their families, and support models to address them.
4. Address the policy, practice and funding barriers to a definition of developmental disability that is based on skills of daily living rather than labels.
5. Build advocacy support by identifying and addressing the barriers to adequate funding to support people with developmental disabilities and their families across the life span.

GOAL 4: Students in high school will have the supports they need for a smooth transition to life in the heart of their communities.
Area of Emphasis Education [ED]

Objectives:

1. Support opportunities to develop and extend state-wide the most effective approaches to transitioning students from education to community life.
2. Identify and address barriers to consistent state-wide access to transition services, supports, and programs for high school students.
3. Advocate for systems, policies, priorities, & funding that promotes necessary supports for all students with developmental disabilities to transition successfully to community life.

GOAL 5: People will have increased options for transportation services for work, school, medical, social, recreation and other personal needs.
Area of Emphasis Transportation [TR]

Objectives:

1. Identify barriers and support solutions to increase transportation access, including alternative transportation models and incentives for public and private transportation providers.
2. Increase the number of regions with trained consumer advocacy teams effecting policy change through active engagement in the local and regional transportation planning process.
3. Provide people with developmental disabilities and family members with the tools needed to access and advocate for transportation services they need.
4. By 2011 expand transportation options and availability that serve the needs of Vermonters with developmental disabilities.

II. Agency of Developmental Disabilities **Federal Performance Measures**

The federal ADD requires all Developmental Disability Councils to report annual information using specified Performance Measures.

Performance Measures are a way to quantify the accomplishments of your project. Early in your project we will work with you to determine the performance measures best suited for your project.

As your project progresses, it is also possible to add additional performance measures. Likewise, if you are doing something that does not seem to fit a Performance Measure give us a call, and we will help you figure out what to do.

Performance Measures are divided into 10 Areas of Emphasis

EM	Employment
ED	Education
HE	Health
HO	Housing
CH	Child Care
RE	Recreation
CS	Community Supports
TR	Transportation
QA	Quality Assurance
CR	Cross-cutting

The Areas of Emphasis can overlap and occasionally an activity fits in more than one area. We can help you determine which Area of Emphasis best suits your activity.

The following is guidance on the most confusing Areas of Emphasis:

QA: Quality Assurance:

This category would be used for projects with goals and objectives related to:

- Self-advocacy/Self-determination
- Leadership development
- Quality of services
- Safety and protection from abuse and neglect
- Rights and accessibility

CS: Formal/Informal Community Supports:

This category would be used for projects with goals and objectives related to:

- Personal assistance services
- Implementing Medicaid waiver
- Faith-based initiatives
- Micro-boards
- Youth in juvenile systems
- Assistive technology and durable medical equipment
- Family support
- Direct care workforce/professional development

CR: Cross-cutting

This category would be used for projects with goals and activities related to:

- Information to the community and public
- Public awareness and public relations
- Disability information
- Policymaker education

Complete List of the Performance Measures

EM: EMPLOYMENT

People get and keep employment consistent with their interests, abilities and needs.

- EM01 Adults have jobs of their choice through Council efforts.
- Em02 Dollars leveraged for employment programs
- EM03 Employers provided vocational supports to students on the job
- EM04 Businesses/employers employed adults
- EM05 Employment programs and policies are created /improved
- EM06 People facilitated employment
- EM07 People trained in employment
- EM10 Other

HE: HEALTH

People are healthy and benefit from the full range of needed health services.

- HE01 People have needed health services through Council efforts
- HE02 Dollars leveraged for health services
- HE03 Health services programs/ policies created/improved
- HE04 People improved health services
- HE05 People trained in health care services
- HE08 Other

ED: EDUCATION

Students reach their educational potential and infants and young children reach their developmental potential.

- ED01 Students have the Education and support they need to reach their educational goals through Council efforts
- ED02 Infants and young children have the services & supports needed to reach developmental goals through Council efforts
- ED03 Students transitioned from school to community and jobs
- ED04 Children transitioned from early intervention and pre-school to inclusive classrooms/schools
- ED05 People on waiting lists received services/supports
- ED06 Dollars leveraged for education
- ED07 Education programs/ policies created/improved
- ED08 Post-secondary institutions improved inclusive education
- ED09 Schools improved IEP practices
- ED10 People facilitated inclusive education
- ED11 People trained in inclusive education
- ED13 Parents trained regarding their child's educational rights
- ED14 Other

HO: HOUSING**Adults choose where and with whom they live.**

- HO01 Individuals have homes of their choice through Council efforts
- HO02 People moved from congregate settings to homes in the community
- HO03 Dollars leveraged for housing
- HO04 Banks make mortgage funds available to enable people to own their own homes
- HO05 Housing programs/policies created/improved
- HO06 Units of affordable, accessible housing made available
- HO07 People facilitated home ownership/rental
- HO08 People trained in housing
- HO11 Other

CH: CHILD CARE**Children & families benefit from a range of inclusive, flexible child care options.**

- CH01 Children in inclusive child care settings through Council efforts
- CH02 Dollars leveraged for child care programs
- CH03 Child care programs/policies created/improved
- CH04 People facilitated inclusive child care
- CH05 People trained in child care
- CH06 People active in systems advocacy about child careself-advocates, family members, others
- CH07 People trained in systems advocacy about child care-self-advocates, family members, others
- CH08 Other

CS: FORMAL AND INFORMAL COMMUNITY SUPPORTS**Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.**

- CS01 Individuals receive formal/informal community supports
- CS02 Dollars leveraged for community supports
- CS03 Formal/informal community supports programs/policies created/improved
- CS04 People facilitated formal/informal community supports
- CS05 People trained in formal/informal community supports
- CS08 Buildings/public accommodations became accessible
- CS09 Other

RE: RECREATION**People benefit from inclusive recreational, leisure & social activities consistent with their interests and abilities.**

- RE01 People active in recreational activities through Council efforts
- RE02 Dollars leveraged for recreation programs
- RE03 Recreation programs/policies created/improved
- RE04 People facilitated recreation
- RE05 People trained in recreation
- RE08 Other

TR: TRANSPORTATION**People have transportation services for work, school, medical, and personal needs.**

- TR01 People have transportation services through Council efforts
- TR02 Dollars leveraged for transportation programs
- TR03 Transportation programs/policies created/improved
- TR04 People facilitated transportation
- TR05 People trained in transportation
- TR06 People active in systems advocacy about transportation-self-advocates, family members, others
- TR07 People trained in systems advocacy about transportation- self-advocates, family members, others
- TR08 Other

CR: CROSS CUTTING**Activities that cut across all areas of emphasis**

- CR1 Public policymakers educated by Council about issues related to Council initiatives
- CR2 Copies of products distributed to policymakers about issues related to Council initiatives
- CR3 Members of the general public estimated to have been reached by Council public education, awareness and media initiatives.

QA: QUALITY ASSURANCE**People have the information, skills, opportunities and supports to live free of abuse, neglect, financial and sexual exploitation, and violations of their human and legal rights.**

- QA01 People benefiting from quality assurance efforts
- QA02 Dollars leveraged for quality assurance programs
- QA03 Quality assurance programs/policies created/improved
- QA04 People facilitated quality assurance
- QA05 People trained in quality assurance
- QA06 People active in systems advocacy about quality assurance-Self-advocates, Family members, Others
- QA07 People trained in systems advocacy about quality assurance- Self-advocates, Family members, Others
- QA08 People trained in leadership, self-advocacy, and self-determination.
- QA09 People attained membership on public and private bodies and other leadership coalitions
- QA10 Number of entities participating in partnerships/coalitions created or sustained as a result of Council efforts
- QA11 Other